

Overview: In this unit, students will learn language for talking about places they go for fun. They will also learn to ask questions of others.

Essential Questions:

- Where do young people spend their free time?

Enduring Understandings:

- There are a variety of forms of entertainment offered in the community.
- Language has rules, patterns, and structure.
- Language and culture are intertwined.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

1.1 Interpersonal - Students will:

- Talk about leisure activities and places.
- Talk about where they go on different days of the week.

1.2 Interpretive Reading and Listening - Students will:

- Read and listen to information about leisure activities.
- Read a picture-based story.
- Read a letter telling how an exchange student spends her time.
- Read an advertisement for a cinema.
- Read about Old San Juan, Puerto Rico.
- Read a mall advertisement about scheduled activities.
- Listen to and watch a video about leisure activities.
- Listen to information about Plaza Morazán.

1.3 Presentational Speaking - Students will:

- Present information about leisure activities and locations.
- Present information about Tegucigalpa.
- Present information about a cinema.
- Present information about the history of Puerto Rico.
- Reply to an e-mail message.
- Perform a short skit about a student's first day of school.

Culture

2.1 Practices and Perspectives - Students will:

- Explain leisure enjoyment in the eighteenth-century Spanish aristocracy.
- Talk about the use of the town square in Tegucigalpa.
- Talk about school-based exercise.
- Talk about movie-going habits.
- Talk about restoration of historic districts of Puerto Rico.

2.2 Products and Perspectives - Students will:

- Discuss Francisco de Goya and José Antonio Velásquez and their painting.

- Discuss Andean music and instruments.
- Discuss Spanish architecture in the United States.

Connections

3.1 Cross-curricular - Students will:

- Discuss important artists and their work.
- Discuss the history of Puerto Rico.
- Discuss the influence of Spain's colonial history on the United States.
- Reinforce math and graphing abilities skills.

3.2 Target Culture - Students will:

- Recite the Mexican folk song, *La Bamba*.
- Practice songs to games played by children.

Comparisons

4.1 Language - Students will:

- Talk about new vocabulary through the recognition of cognates.
- Talk about the placement of stress and accents.
- Talk about the origins of the Spanish days of the week.
- Explain the verb *ir*.
- Explain the use of interrogatives.

4.2 Culture - Students will:

- Compare social gathering places to Plaza Morazán.
- Compare school-based sports and exercise activities.
- Compare movie-going habits of teens.
- Compare restoration of historic districts.
- Compare the influence of musical instruments.
- Compare songs sung during children's games.

Communities

5.1 Beyond the School - Students will:

- Identify opportunities to explore local Spanish-speaking communities.